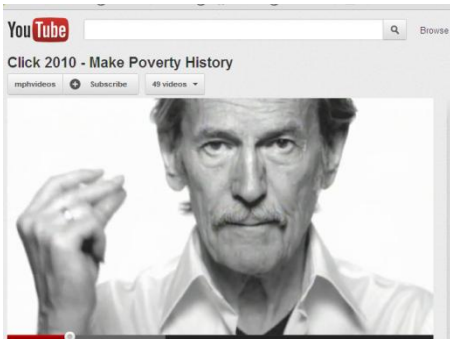
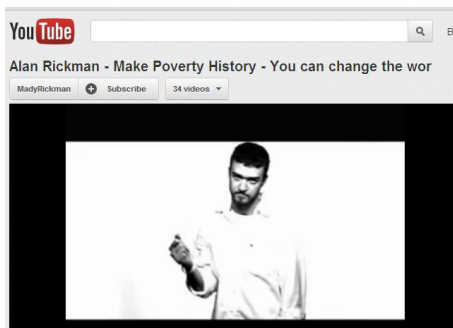


Grade 7 Integrated Language Arts Unit	
Lesson 5: Make Poverty History	
<p>Connections to Financial Literacy</p> <p>Through this lesson, students will develop an understanding that extreme poverty often comes with dire consequences. It is through developing a sense of empathy toward and understanding of poverty as it exists in their communities, that students will explore ways to become actively involved in bringing an awareness, or providing support, to those living in poverty. Students will have the opportunity to think critically, when challenged, to cast a new PSA about poverty, which they believe will reach a specific target audience.</p> <p>Financial literacy “is linked to such concepts as compassionate citizenship, character development, and ethical decision making...All students should be encouraged to become responsible, engaged, and compassionate citizens. Students should be able not only to make responsible personal choices but also to understand the implications those choices may have for their local communities, for Canada, and for the rest of the world. Financial literacy education can help students develop into skilled, knowledgeable, caring citizens who can contribute to a strong economy and a cohesive society.”</p> <p><i>(A Sound Investment: Financial Literacy Education in Ontario Schools, p. 18 and 21)</i></p> <ul style="list-style-type: none"> • social, ethical and environmental implications of financial decisions; • active citizenship 	<p>Lesson 5 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Reading ○ Oral Communication ○ Media Literacy
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
	including work in groups Making Inferences/Interpreting Texts 1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation

<p>Reading</p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Extending Understanding</p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	
<p>Media Literacy</p> <p>1. demonstrate an understanding of a variety of media texts</p>	<p>Purpose and Audience</p> <p>1.1 explain how various media texts address their intended purpose and audience</p> <p>Making Inferences/Interpreting Messages</p> <p>1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</p> <p>Responding to and Evaluating Texts</p> <p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts</p> <p>Production Perspectives</p> <p>1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve</p>	
<p>Learning Goals</p>		
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none">• determine how the intended audience plays a critical role in the production of media texts• explain the meaning of a media text by connecting the ideas in the text to their own experiences and insights describe their own decision-making process when creating a media text		
<p>Instructional Components and Context</p>		
<p>Readiness & Instructional Strategies</p>	<p>Terminology</p>	<p>Materials</p>
<p>Understanding and experience using the Media Triangle and its guiding questions.</p> <p>Familiarity with the Media Triangle and guiding questions for creating media texts is recommended prior to this lesson (see: <i>Guide to Effective Literacy Instruction Grades 4-6 Vol 7: Media Literacy</i>; page 40)</p>		<p>Minds On</p> <ul style="list-style-type: none">• LCD projector• Speakers• Computer with Internet access (YouTube)• Weblinks: 'Click: Making Poverty History' – Canadian Version http://www.youtube.com/watch?v=KCeJNNipg9o

<p>Inside Outside Circle Strategy (see: http://eworkshop.on.ca/edu/pdf/Mod36_coop_inside-outside.pdf for a full explanation of strategy).</p>		<p>'Click: Making Poverty History' – American Version http://www.youtube.com/watch?v=Ek2-F6fHHik&feature=related</p> <p>Action</p> <ul style="list-style-type: none"> space for recording student responses to video (Alike/Different chart) –e.g. chart paper/chalkboard/document camera Grade 7 BLM 5-1: Click Make Poverty History <p>Consolidation</p> <ul style="list-style-type: none"> Media Triangle Tent card (Grade 7 Appendix 5-1: Media Triangle Creating Media Texts) <i>(Guide to Effective Literacy Instruction Grades 4-6 Vol 7: Media Literacy; page 40)</i> Student Response Journals
<p>Minds On</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 		
<p>Lesson Description</p>		<p>Notes to teacher:</p>
<p>Whole Class Viewing and Comparing PSAs</p> <ul style="list-style-type: none"> Have the entire class view both versions of the 'Click: Make Poverty History' PSAs 	<p>AOL Assessment for learning</p> <p>Through Minds On conversation, before sending the students on their way to respond to questions on their own, the teacher will be checking for understanding to see if students recognize that, although the text and production aspects are the same in the videos, the intended audience has influenced the cast in each video.</p>	



- Invite the students to discuss with a partner what “*they noticed*” about the videos (How are they alike and how are they different?)
- After the students have had time to talk, the teacher invites students to share their thinking.
- The teacher records the students thoughts under the headings ‘Alike’ and ‘Different’ (this could be organized in a T-chart on chart paper, chalk board, document camera etc.)

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Working in partners:

Description:

- Students will work in partner groups to complete the student worksheet **Grade 7 BLM 5-1: Click Make Poverty History**, where they are challenged to plan the production of a new version of the ‘Click: Make Poverty History’ PSA.



Differentiated Instruction

The ‘casting’ question is a completely open task that will engage students by allowing them to tap into their own interests, experiences and cultural backgrounds, when casting for their video.

If possible, having more than one computer available for the viewing and reviewing of videos, would support those students who may need to see the videos more than once to complete the student response activity.

- When completing page 2 of the student worksheet, the teacher might prompt the students by saying:

When you are deciding upon your target audience, you may want to refer to the Media Triangle Tent Card for Creating Media Texts. Remember you are free to select any country for which you are producing this video, any age group, cultural background, gender and/or interests of the audience you select.

- The teacher will make the *Media Triangle Guiding Questions for Creating Media Texts Tent Card* available for students to reference (**Grade 7 Appendix 5-1: Media Triangle for Creating Media Texts**).

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Lesson Description

Whole Class: Inside Outside Circle

Variations for forming the Inside and Outside Circles:

- Assign students to a Group 'A' or 'B'. Those who are 'A' will form the Outside Circle, those assigned 'B' will form the Inside Circle
- OR**
- At the completion of the activity the teacher asks the students to form two groups, those who think it was a wise decision and those who think it was not. Those who agree that it was a wise decision will form the Outside Circle, those who do not agree will form the Inside Circle

Description

- After the students have been assigned and formed the Inside and Outside Circle, the teacher poses the question:
 - *Do you think it was a wise investment to produce two different videos for the same campaign? Why? Why not?*

- The teacher allows 10 seconds for individual *think time*, before inviting conversation.

Variations for Conducting the Conversations:

- A) The teacher selects , for example the students in the Outside of the circle to share their response, while the Inside of the circle can only ask questions to clarify their understanding. After a few minutes the teacher may decide to switch roles, or rotate the Inside of the circle to form new partnerships. In the next round, the teacher may decide to switch roles (i.e. the Inside shares their responses and the Outside can only ask questions)
 - B) After think time the partners can engage in a 2-way conversation in response to the question prompt, both taking turns sharing their responses. After a few minutes, the teacher will rotate one of the circles so that new partnerships are formed.
- At the conclusion of the Inside/Outside Circle, the teacher may want to ask the students, by show of hands, who has changed their opinion after hearing the opinions of others.
 - If students raise their hand, the teacher may want to ask for volunteers to explain why their opinion changed throughout this activity.
 - Before students are provided time to record their thoughts, the teacher should pose the question to the entire class, “How are public service announcements an example of engaging in active citizenship?”

The Critical Question

How might I use my understanding of poverty to engage in active citizenship?

- Provide time for students to record any new thoughts and ideas in their Reflection Journal.

Culminating Task

The teacher should ask the students to share their ideas from their response journals, and continue to record these on chart paper from Lesson 4 (i.e. examples of active citizenship).

Students may use their own journal reflection ideas, or an idea generated by the class, to decide upon one way to become actively involved in bringing an awareness of the issues of Poverty to their local school community (e.g. create a Public Services Announcement – poster/ audio/ video) or to develop a way to provide support to those living in poverty in their local community (e.g. organizing a food/clothing drive).

The final products may be very different, as some may choose to create a poster, while others videotape a PSA. Those who would like to organize an event such as a food drive, should write up a plan for their idea before executing it.

Assessment *as* learning

An opportunity for the teacher and students to co-construct criteria for the culminating task. When developing the criteria, consider the overall learning in terms of the issues surrounding poverty, in addition to the effectiveness of the action taken or proposed by the students.

Assessment *of* learning

When assessing the student learning in the culminating task, the teacher must consider the individual formats and the effectiveness of bringing an awareness to or support of those in poverty.

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